

**south dakota**

**INCENTIVES***plus*

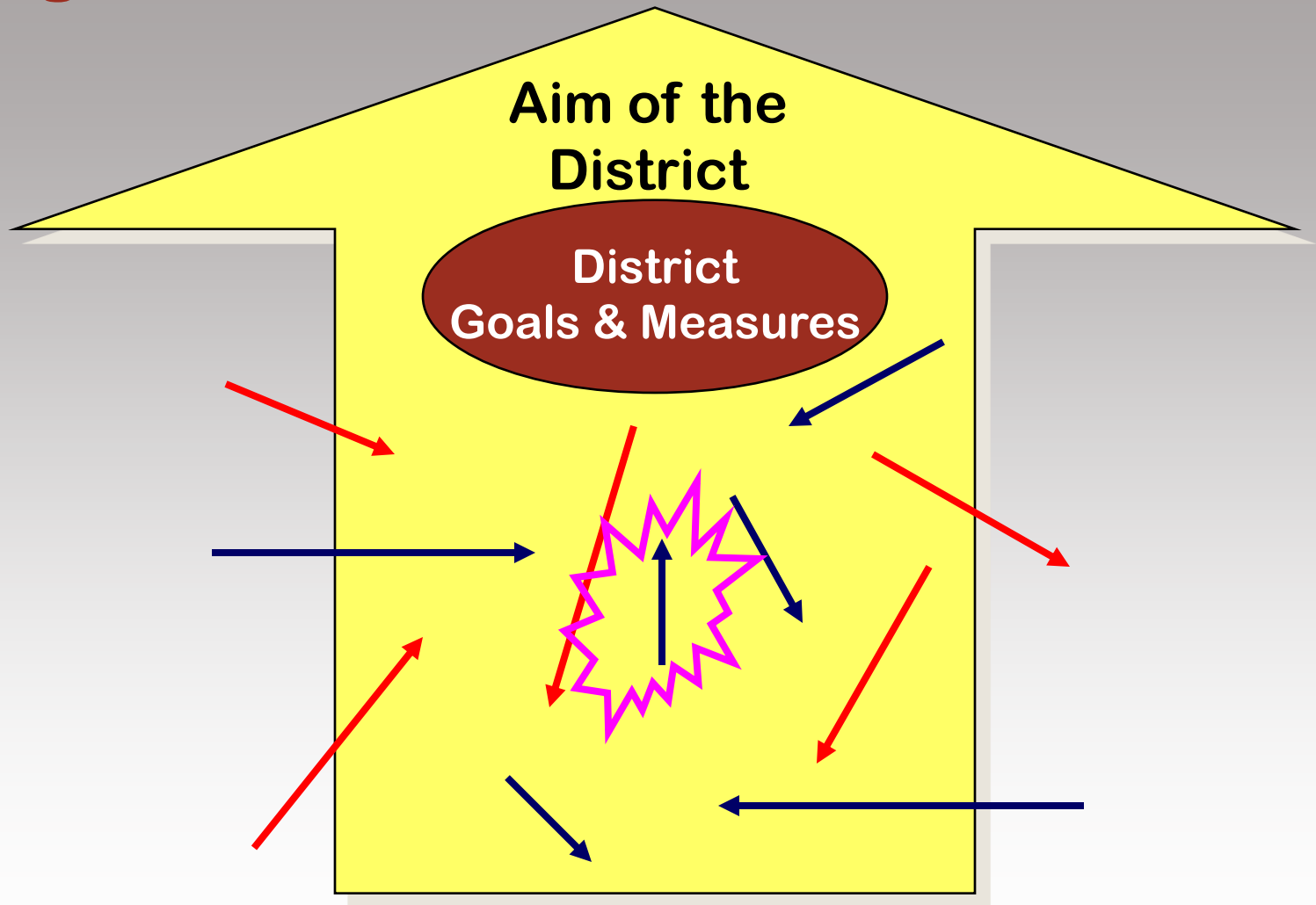
---

**Regional BLT Training**

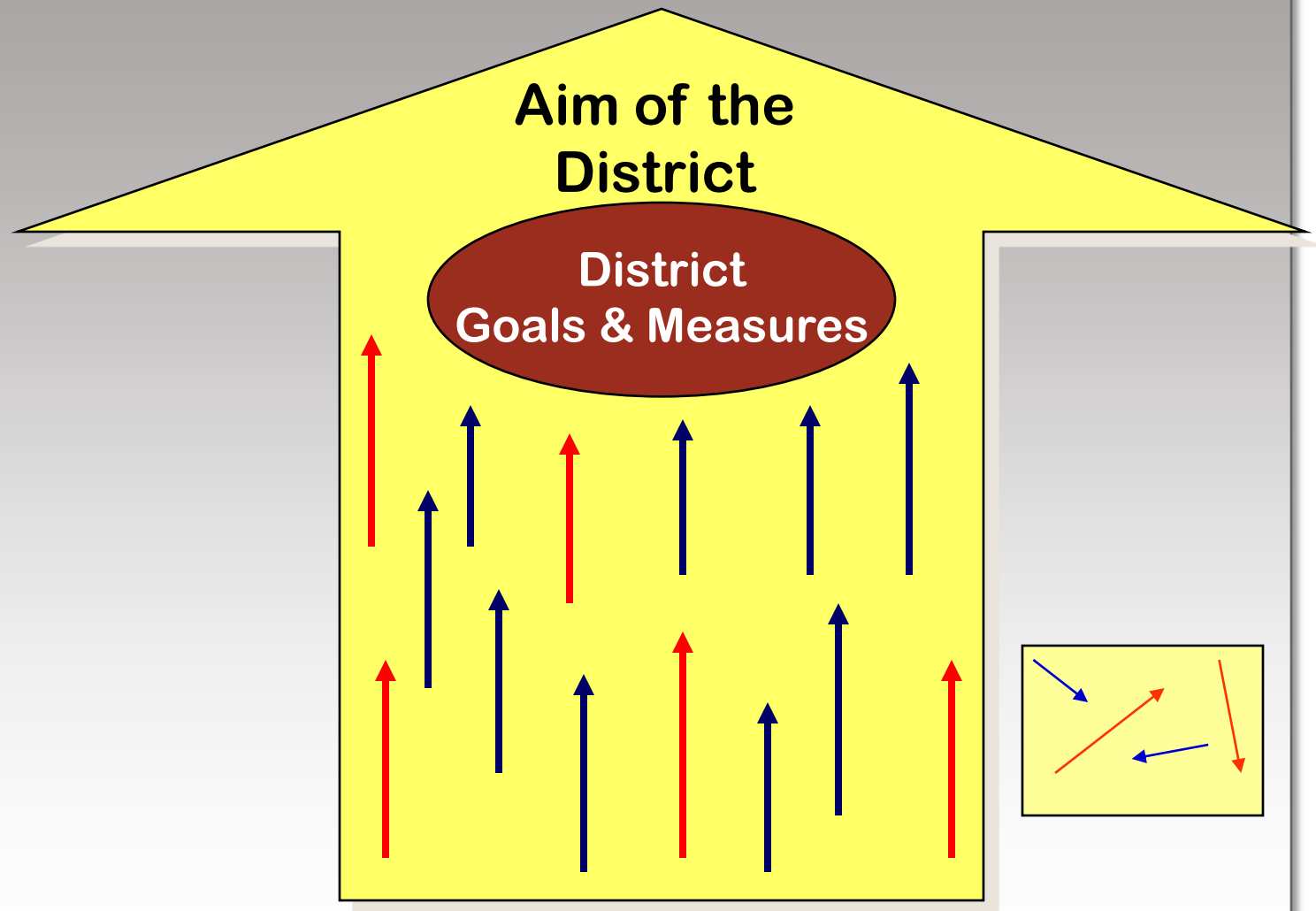
# Vision

The education community,  
learning and working collaboratively,  
establishes goals and improves  
professional practice leading to increased  
student achievement and school  
improvement.

# The Big Arrow



# The Better Big Arrow



# Learning Communities

Staff development that improves the learning for all students organizes adults into learning communities whose goals are aligned with those of the school and district.

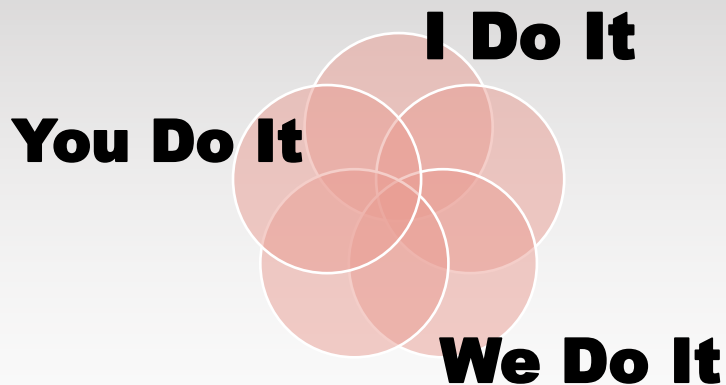
# Data-Driven

Staff development that improves the learning for all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

# Research-Based

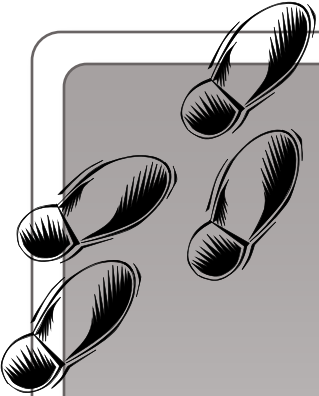
Staff development that improves learning for all students prepares educators to apply research to decision-making.

# BLT Training





- BLT is a research-based professional development model designed to transform professional learning in schools.
- The BLT process is based on three of the twelve standards developed by the National Staff Development Council. (<http://www.nsdc.org>)
- The BLT process weaves these three standards into an *on-going* learning process that is designed to *engage all educators* in a school and district in a *collaborative, data-driven*, reflection experience aimed at *improving classroom practice and student learning*.



# Step into the BLT Process

**The vision of this leadership team process is to meet the individual needs of schools.**

1. The team attends BLT Leadership Trainings prior to each scheduled in-service.
2. At each BLT training session, presenters share information and model strategies based on district-wide goals.
3. The BLT takes the information learned at each training session, plans and organizes the best way to introduce the information to their staff - building specific.

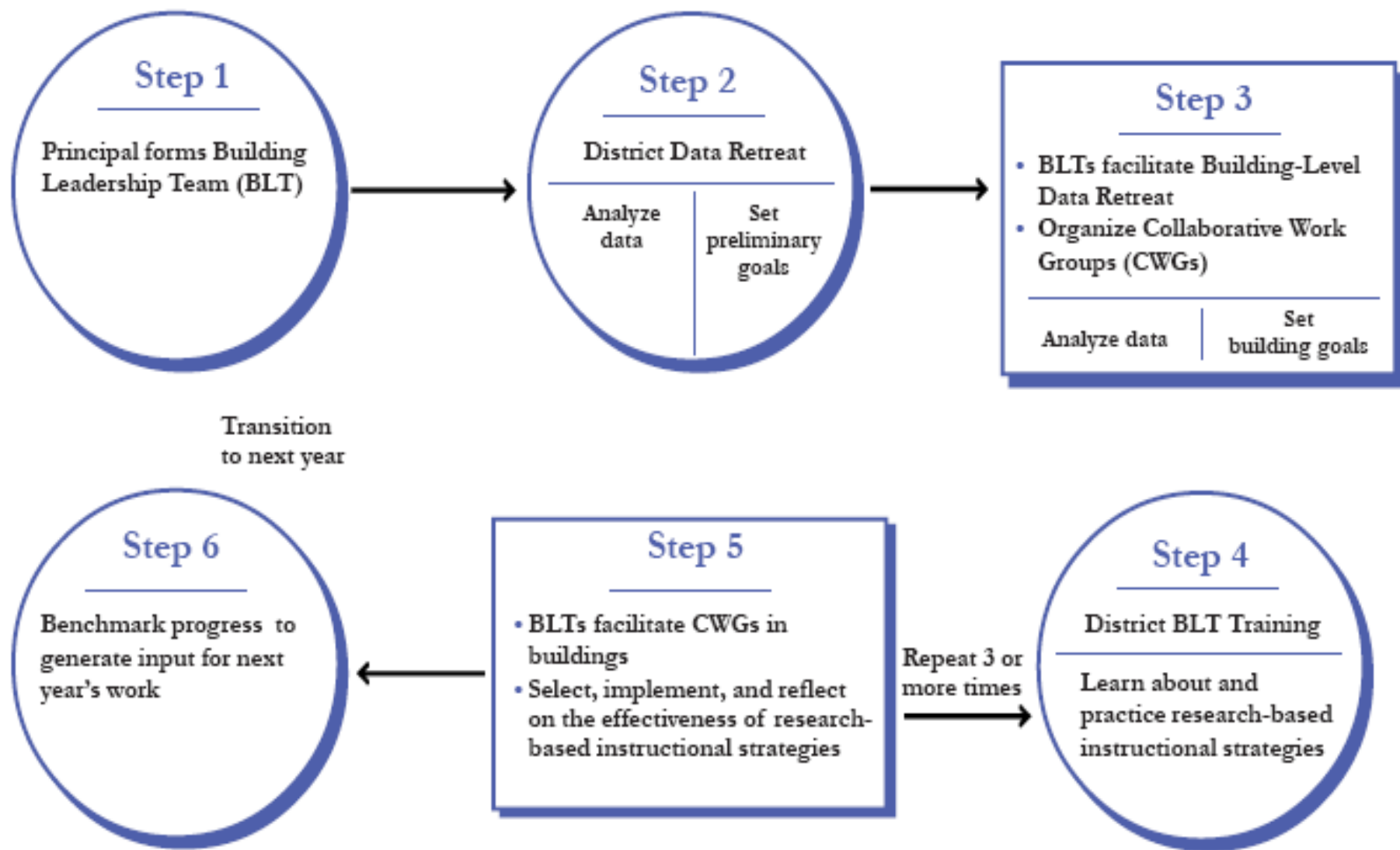


# Step into the BLT Process

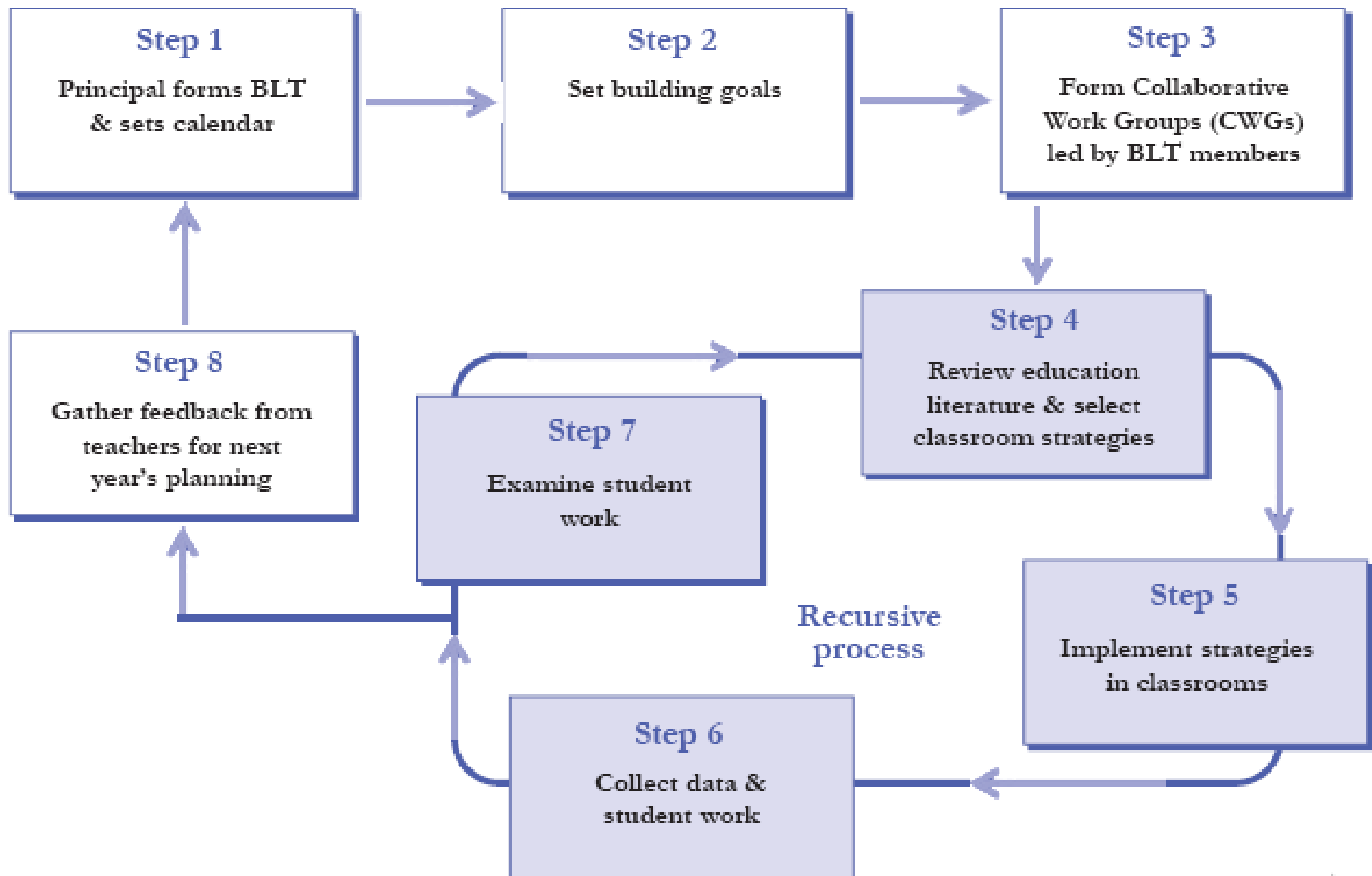
4. Planning time is given during the BLT training.
  5. The BLT trains their entire staff during each of the district's in-service days.
- ❖ *The BLT process **IS** research-based and correlates with effective professional development models proven to enhance student achievement. It promotes on-going learning, collaborative dialogue, shared work and deep reflection.*
  - ❖ *The BLT process **IS** long-term, embedded and systemic.*
  - ❖ *The BLT process **IS NOT** one-shot professional development.*

# The District-Level Steps

One year's work *after* the superintendent has "set the context"



## The Building-Level Steps



# Advantages of Teachers Working in Teams

- Develop more creative solutions to complex problems
- Reduce isolation among teachers
- Build commitment and support for new ideas
- Foster collective responsibility for students' success
- Successfully implement complex plans
- Allow those closest to the work to collectively improve teaching and learning
- Provide possibilities for empowerment that are not available for individuals

# Structures for Collaborative Work Groups (CWGs)

- Horizontal groups by grade level
- Vertical teams by subject area
- Interdisciplinary groups
- Personal interest in working on a particular goal or topic
- Groups with common planning times
- Groups formed around the needs of students
- Others

# Collaborative Work Groups

## Building-Level Plans

School \_\_\_\_\_

How will you form your Collaborative Work Groups (CWGs)?

Use the chart to identify each CWG leader, members, and specific, regular meeting times with dates.

Attach more sheets if necessary.

	CWG #1	CWG #2	CWG #3
Meeting Times			
Leader			
Members			

	CWG #4	CWG #5	CWG #6
Meeting Times			
Leader			
Members			

Handout 8

19

